

PERFORMANCE MATTERS

News from the CSDE Performance Office



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New on EdSight

- [2019-20 Discipline Reports: Suspension Rates, Incidents, Sanctions, Bullying](#)
- [2018-19 College Entrance/2017-18 Persistence](#)
- [New National Student Clearinghouse Reports](#)
- [Non-Public Student Enrollment and Staff Data](#)

Key Resources

[Data Acquisition Plan](#)

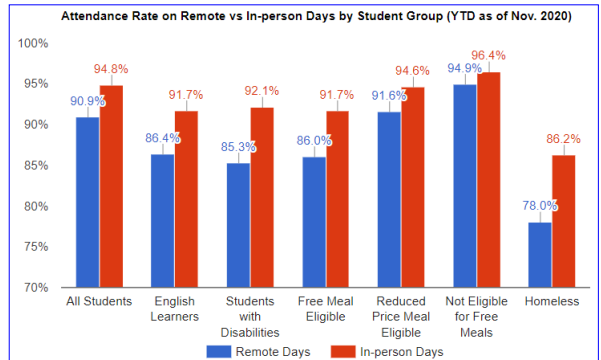
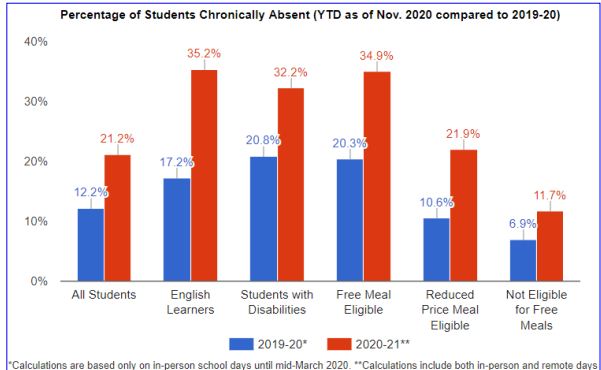
[Timely and Accurate Calendar](#)

[EdSight](#)

Monthly Attendance Data Updated on EdSight

Three months (Sep-Nov) of attendance data [reported on EdSight](#) show that:

- students with high needs (i.e., English learners, special education, free-reduced price meal eligible) have lower YTD attendance rates in 2020-21 than during the 2019-20 school year;
- the attendance challenges are compounded among students who reflect multiple high need factors;
- all student groups exhibit lower attendance rates on remote days than on in-person days, and this pattern is most acute among students with the highest needs; and
- around 80 percent of all students have attended school in-person at least for one day this year.



Check out the [blog post from Attendance Works](#) which recognizes our collective work on tracking attendance and learning models during the pandemic.

Tell us What you Think! CT is Seeking Accountability Flexibility

The U.S. Department of Education is offering states the opportunity to request flexibility from school/district accountability for the 2020-21 school year. Connecticut is asking for federal approval to not issue summative ratings (i.e., the Accountability Index), not categorize schools into 1-5 categories, and not identify new Turnaround or Focus schools (category 4 and 5) in Fall 2021 based on data from the 2020-21 school year. See [Next Generation Accountability System](#) for more info. Submit comments to eseawaiver@ct.gov by Friday, January 22, 2021.

Items Added to FAQ: Tracking Attendance on Remote Days



The CSDE has added items 6, 7, and 8 to the FAQ on [tracking attendance on remote days](#) for state reporting purposes during the 2020-21 school year. Note that these new items are listed on page 3; pages 1 and 2 are unchanged. If you have any questions, please contact Kendra Shakir at Kendra.Shakir@ct.gov.

Two Alliance Districts Integrate State-Offered Interim Assessments

For the 2020-21 school year, the math department at Bridgeport public schools has integrated the Smarter Balanced Interim Assessment Blocks into the curricular units of instruction in Grades 3-8. The curriculum for a grade has approximately 5 to 6 instructional units in the year. The IAB that best aligns to the content of the unit was selected to be administered district-wide. Herminio Planas, Executive Director of Elementary Education and Mathematics, is beginning to use the district-wide IABs to evaluate student mathematics performance during the year. He is also encouraging schools to use the IABs as well as the Focused IABs throughout the school year in a variety of ways (e.g., pre-post, post-only, classroom-based activities) to support instruction.

Groton public schools has been on a multi-year journey to reduce local assessments. Superintendent Susan Austin in her prior role as Assistant Superintendent used a CSDE assessment reduction grant in 2014 to begin the work of reducing local assessments. She encouraged her staff to attend professional learning opportunities offered by the CSDE Performance Office to build staff knowledge in the interim assessments and ownership in the change process.

After some initial piloting and exploration, the IABs were integrated into the district-wide curriculum and other traditional benchmark tests were discontinued.

According to Herminio and Susan, the key strengths of the IABs are that they:

- align closely to the curriculum and the state standards;
- are short and can be administered in flexible ways before, during, and/or after instruction;
- offer high quality items with varied item-types;
- can be administered both in-person and remotely;
- are scored immediately upon test completion; and
- provide access to the test item and the student responses, allowing educators to gain greater insights into student strengths and challenges.

The CSDE Performance Offices wishes both districts the very best in their journeys to improve instruction by making strategic choices about assessments.

Interim Assessment Blocks

Assess 3-8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking



Focused Interim Assessment Blocks

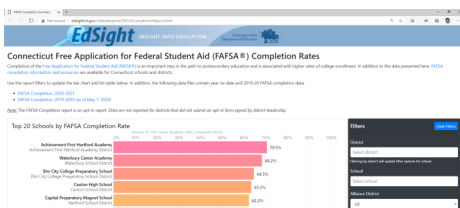
Assess 1-3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Text Analysis (Literary)
- Grade 3 Math: Multiply and Divide Within 100



2020-21 FAFSA Dashboard and FAFSA Challenge



The CSDE launched a [new data dashboard](#) which provides school and district-level

completion rates for the Free Application for Federal Student Aid. FAFSA® completion is an important step on the path to postsecondary education and is associated with higher rates of college enrollment. This interactive report allows the user to filter the data based on a variety of criteria, and export to CSV/Excel as necessary. The data in this report will be updated on a weekly basis.

Additionally, 16 school districts were selected to join the FAFSA Learning Cohort and compete for prizes through

Governor Ned Lamont’s Statewide [FAFSA Completion Challenge](#) designed to help those districts in most need overcome the obstacles to completion while providing targeted support based on national best practices.

The 16 districts selected to join the FAFSA Learning Community based on their applications are: Ansonia, Bridgeport, Danbury, East Hartford, East Haven, Hartford, Meriden, Naugatuck, New Britain, New Haven, New London, Norwalk, Norwich Free Academy, Putnam, Waterbury, and West Haven.

